

**MINUTES HAVE NOT BEEN APPROVED. ABTEL WILL RECEIVE THE
MINUTES AT ITS APRIL 2004 MEETING FOR APPROVAL.**

**ADVISORY BOARD ON TEACHER EDUCATION
AND LICENSURE (ABTEL) MEETING**

MINUTES

March 15, 2004

Meeting Date and Location: March 15, 2004
Holiday Inn Richmond I-64
Richmond, Virginia

ABTEL Members Present:

Rene Ashjian	Bill Graves	Cheryl Lightfoot
Cynthia Baird	Margaret Shibley Gray	Suzanne Meyer
Sharon Condrey	Rebecca Hill	Dale Sander
Nancy Davenport	Mark Ingerson	James Scott
Judy Davis-Dorsey	Linda Kelly	Rena` White

ABTEL Members Absent: Ron Diss
Nancy Miller

Board of Education Liaison: Ella P. Ward

Ex-Officio Member: Wendy Weiner (for Toni Cleveland)
Harvey Carmichael (for Gary Krapf)

Department of Education Staff: Thomas A. Elliott
JoAnne Y. Carver
Susan Noble
Patty S. Pitts

Guests: Sandra Cohen, University of Virginia
Doug Cox, Department of Education
Betty Lambdin, Va. Education Association
Frank Murray, Teacher Education
Accreditation Council
Connie Smith, Fairfax County Public Schools
Leslie Willett, Hollins University

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FULL BOARD MEETING

Linda Kelly, chair of the Advisory Board on Teacher Education and Licensure, called the meeting to order at approximately 9:00 a.m. and welcomed members and guests.

APPROVAL OF AGENDA

Dr. Bill Graves made a motion to approve the agenda as presented. Suzanne Meyer seconded the motion, and the motion was unanimously approved.

APPROVAL OF MINUTES

James Scott made a motion to approve the minutes of the February 9, 2004, advisory board meeting. Mark Ingerson seconded the motion, and the motion was approved unanimously.

DISCUSSION ITEMS:

AGENDA ITEM A: PRESENTATION ON THE TEACHER EDUCATION ACCREDITATION COUNCIL (TEAC)

By: Dr. Frank B. Murray, president and executive director of TEAC; Dr. Leslie Willett, Dean of Graduate Studies, Hollins College; and Dr. Sandra Cohen, Director of Teacher Education, University of Virginia

Dr. Thomas A. Elliott introduced Frank Murray, executive director of the Teacher Education Accreditation Council. Dr. Sandra Cohen, University of Virginia, and Dr. Leslie Willett, Hollins University presented with Mr. Murray.

Dr. Elliott explained that the full board would receive the presentation on TEAC, and this item would be referred to the Teacher Education Committee to consider as a third option for program approval of college and university preparation programs. Currently, programs may receive approval by a state or a joint state/NCATE process. If the advisory board recommends TEAC as a third option to the Board of Education and it receives board approval, a partnership would need to be developed between TEAC and the Board of Education.

Dr. Frank Murray provided an overview of TEAC. The Teacher Education Accreditation Council, founded in 1997, is a nonprofit organization. The membership represents teacher education programs at institutions of higher education, from small liberal arts colleges to large research universities, and includes professional organizations.

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TEAC's primary work is accrediting undergraduate and graduate professional teacher education programs.

To be accredited, an eligible program submits a research monograph, called an *Inquiry Brief*, in which the faculty and administrators document the following:

- evidence of their students' learning;
- evidence that their assessment of student learning is valid; and
- evidence that the program's continuous improvement and quality control is based on information about its students' learning.

TEAC audits, or verifies, the system that produced the evidence presented in the Inquiry Brief and evaluates whether the evidence supports the program's claims about its students' accomplishments. TEAC accredits the program based on the audit and evaluation of this evidence. TEAC also conducts meetings and workshops for its members to share information about innovation in program design and effectiveness.

TEAC is recognized by the Council for Higher Education Accreditation (CHEA) and by the U.S. Department of Education (USDE). TEAC is a member of the Association of Specialized and Professional Accreditation (ASPA) and the American Council on Education (ACE). In addition, the following higher education organizations endorsed TEAC's recognition by USDE:

- Council of Independent Colleges (CIC)
- American Association of Universities (AAU)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of State Universities and Land-Grant Colleges (NASULGC)
- American Association of State Colleges and Universities (AASCU)

The organization has offices at One Dupont Circle in Washington, DC, and in Newark, Delaware, on the campus of the University of Delaware. The Council has over 100 institutional and organizational members. Approximately seventy programs have satisfied TEAC's eligibility requirements and currently have candidate status in TEAC.

Dr. Sandra Cohen, University of Virginia, and Dr. Leslie Willett, Hollins University, briefly presented their experiences with and support of TEAC. The University of Virginia is the only Virginia institution to have accreditation from both TEAC and the National Council for Accreditation of Teacher Education (NCATE).

This item was referred to the Teacher Education Committee for a recommendation to the full advisory board.

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AGENDA ITEM B: PRESENTATION ON THE READING INSTRUCTIONAL ASSESSMENT: AREAS OF SPECIAL EDUCATION SUBJECT TO TESTING REQUIREMENT

*By: Douglas Cox, Assistant Superintendent, Special Education and Student Services
Virginia Department of Education*

The Board of Education approved a resolution to require elementary and special education teachers and reading specialists to take a reading instructional assessment for initial licensure. Dr. H. Douglas Cox, assistant superintendent for special education and student services, Virginia Department of Education, presented information in response to the inquiry of whether the Reading Instructional Assessment should be required for endorsements in early childhood special education, speech language disorders, and severe disabilities. He presented recommendations from appropriate professional organizations.

The members of the Institutions of Higher Education Council for the Early Education of Children with Disabilities (IHEC) recommend that individuals seeking the early childhood special education endorsement not take the Virginia Instructional Reading Assessment. While early childhood special education teachers employ a wide variety of early literacy methods in their teaching, they do not teach reading. They further stated that while they agree that all teachers should demonstrate basic understanding of the National Reading Panel's five key components of effective reading instruction, "it is inappropriate to expect early childhood special education teachers to demonstrate an advanced level of competency with regard to these components. Rather, it is more important that early childhood special education teachers understand how to promote comprehension of oral language—not reading passages. Early childhood special education teachers promote expansion of their student's receptive and expressive language rather than reading vocabulary."

The Reading Instructional Assessment is not recommended for the speech language disorders endorsement. The reasons that they be excluded include the following:

"Speech-language pathologists are responsible for addressing children's speech-language impairments (articulation, language, voice, fluency). They are not special education teachers and do not have responsibility for instruction in reading."

"Speech-language pathologists' scope of practice does not include reading. The American Speech-Language-Hearing Association's Scope of Practice for Speech-Language Pathologists includes preliteracy and language-based literacy skills, including phonological awareness. Speech-language pathologists' scope of practice does not include direct instruction in reading."

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Children are best served when speech-language pathologists integrate their interventions with classroom teachers and reading specialists.”

The Virginia Consortium for Teacher Preparation in Severe Disabilities does not support teachers seeking endorsement in severe disabilities to be required to take the Virginia Reading Assessment. “It is our assumption that the Virginia Reading Assessment would not test prospective teachers of students with significant cognitive disabilities on the essential skills they need to teach their students—skills such as knowledge of specific prompting methods to teach a functional sight vocabulary (constant and progressive time delay, simultaneous prompting, stimulus fading, least intrusive prompts approach, and stimulus equivalence) with an understanding of how to use pictures to teach whole word reading.”

This item was referred to the Teacher Education Committee for a recommendation to the full advisory board.

AGENDA ITEM C: PRAXIS I TEST SCORE REVIEW STUDY

By: Patty S. Pitts

Patty Pitts provided an update on the Praxis I Score Review. This review, requested by the Board of Education, is scheduled for Friday, April 2, at the Richmond Marriott West (Innsbrook).

Panel members have been selected to participate in the review. The panel will include teachers, representatives from schools of education in institutions of higher education, the Virginia Community College System, a school division human resources office, and the Advisory Board on Teacher Education and Licensure. ABTEL member and teacher, Cynthia Baird, will serve as a panel member. All other ABTEL members are invited to observe the process; interested members should contact Patty Pitts.

AGENDA ITEM D: PRESENTATION OF BOARD OF EDUCATION ACTIONS DURING ITS MEETING ON FEBRUARY 25, 2004

By: Dr. Thomas A. Elliott, Assistant Superintendent, Teacher Education and Licensure, Virginia Department of Education

1. Final Board of Education Approval of High Objective Uniform State Standard of Evaluation (HOUSSE)

During the February 25, 2004, meeting, the Board of Education approved Virginia's High Objective Uniform State Standard of Evaluation (HOUSSE) for experienced teachers. A copy of the HOUSSE was provided in ABTEL materials, and it is accessible on the Department of Education's Web site.

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2. First Review of Virginia's Definition of Alternate Route for Highly Qualified Teachers

On February 25, 2004, the Board of Education received for first review a definition of alternate route for highly qualified teachers. According to the non-regulatory guidance document titled, *Improving Teacher Quality, State Grants*, Title II, Part A, January 16, 2004, teachers who are not yet fully certified may meet the licensure requirements in the NCLB definition of a highly qualified teacher if they are participating in an alternative route to licensure program in which they: (1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction before and while teaching; (2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers, or a teacher mentoring program; (3) assume functions as a teacher only for a specified period of time not to exceed three years; and (4) demonstrate satisfactory progress toward full certification as prescribed by the state. The state must ensure, through its certification and licensure process, that these provisions are met.

It is anticipated that the Board of Education will receive the definition for final review at the March board meeting.

3. First Review by the Board of Education of the Recommendation from the Advisory Board on Teacher Education Regarding the Establishment of a SAT® as a Substitute Test for Praxis I

On Monday, February 9, 2004, the Advisory Board on Teacher Education and Licensure approved the following recommendation for Board of Education consideration. The Board of Education received, for first review, the recommendation from ABTEL.

A score of 1100 on the SAT®, taken after April 1995, with at least a 530 on the verbal and a 530 on the mathematics tests may be used as a substitute for Praxis I.

There was a question regarding the use of the SAT® taken prior to April 1995; and the Licensure Committee will discuss this issue.

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**AGENDA ITEM E: FIRST REVIEW OF A RECOMMENDATION FOR THE
CONTINUING APPROVAL OF TEACHER EDUCATION PROGRAMS REVIEWED
DURING THE 2003-04 YEAR IN INSTITUTIONS OF HIGHER EDUCATION**

By Dr. JoAnne Y. Carver

Dr. JoAnne Y. Carver presented information regarding the reviews of professional education programs at Virginia institutions of higher education. During the spring semester of 2003, on-site reviews were conducted at the following institutions:

Liberty University (Initial NCATE Review)—March 29-April 2, 2003
Virginia Tech (NCATE Continuing Accreditation Review)—April 5-9, 2003
Virginia Intermont College (State Review)—April 13-26, 2003

Joint state/NCATE on-site reviews for continuing accreditation were conducted at the following institutions in the fall 2003:

Radford University
George Mason University
Longwood University
The College of William and Mary

The NCATE Unit Accreditation Board will meet March 27-April 2, 2004, to review the report of findings for institutions visited during the fall semester of 2003. The decision of the Unit Accreditation Board will be presented at the April advisory board meeting.

St. Paul's College was scheduled for an on-site review during the fall semester of 2003. However, the institutional report prepared by the college to address the 20 approved program standards was incomplete. According to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*, if a report is incomplete, the visit is postponed until a complete report is sent to the Department of Education. A recommendation from the president and provost are pending and will be presented to the advisory board at its April meeting.

At their July 25, 2003, meeting the Board of Education approved the recommendation to discontinue the existing undergraduate teacher preparation program at Christopher Newport University effective May 31, 2004, and also approved the new Master of Arts in Teaching (MAT) program as a two-year pilot. A progress report on the implementation of the new program will be submitted to the Department of Education on April 1, 2004, and to the advisory board at its April meeting.

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AGENDA ITEM F: GREAT VIRGINIA TEACH-IN: A CALL TO TEACH

By Susan Noble

The Great Virginia Teach-In will be held March 26-27 at the Richmond Convention Center. The teach-In is a new, comprehensive recruitment opportunity that will bring aspiring teachers together with representatives of school divisions and teacher preparation programs, licensure specialists, and others to explore hands-on information about teaching in Virginia. This event supports the Governor's efforts to provide highly qualified teachers for all students in Virginia. A Pre-Teach-In Institute will be held March 25, 2004.

Over 1,300 individuals have registered to date. Over 200 high school students will participate in the Teachers for Tomorrow Institute. Approximately 60 workshops will be held on March 26-27. Extensive marketing efforts were instituted nationwide, including a "Call 12" segment on a Richmond television station, newspaper advertisements, and radio spots. For more information, review the Teach-In Web site.

STANDING COMMITTEE MEETINGS

The Teacher Education Committee and the Licensure Committee met from 11:15 a.m. to 12:15 p.m.

FULL BOARD

The full board reconvenes. Linda Kelly, ABTEL chair, presides.

Teacher Education Committee Report

Dr. Nancy Davenport presented the report of the Teacher Education Committee. The Teacher Education Committee reported the following:

- (1) The Teacher Education Committee approved for first review to recommend to exclude the following endorsements from the Reading Instructional Assessment:
 - Early Childhood Special Education
 - Speech/Language Disorders
 - Severe Disabilities
- (2) The Teacher Education Committee approved for first review to recommend the addition of TEAC as an additional option in the program approval process provided TEAC would be required to meet the same procedures required by NCATE and the state-approval process;

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- (3) The Teacher Education Committee approved for first review a recommendation regarding the approval of teacher preparation programs.

These items will be presented to the full board at the April meeting for final review and approval.

The Teacher Education Committee also reviewed procedures for implementing the Meritorious New Teacher Candidate Designation, but no action was required on this item.

Licensure Committee Report

Dale Sander presented the report of the Licensure Committee. The Teacher Education Committee recommended:

- (1) that the recommendation to the Board of Education regarding the use of SAT® as an alternate assessment for Praxis I be amended as follows:

A score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests or a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I.

The advisory board members approved the recommendation of the committee unanimously.

- (2) that the American Council on Teaching Foreign Language Proficiency tests (writing and speaking) be recommended as an alternate assessment to the MLA assessment with a required score of advanced-mid. The MLA assessment is outdated; not easily accessible; and limited in the languages offered.

The advisory board members approved the recommendation of the committee unanimously.

The Licensure Committee addressed two additional items—Presentation and Initial Discussion of the Final Report on HJR 20/SJR58: Commission to Review, Study, and Reform Educational Leadership and A Report on the New Teacher Project--however, these agenda items were informational only and no action was required.

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LIAISON REPORTS

The Virginia Community College System (VACCS)

Wendy Weiner provided an overview of initiatives in which the community colleges are engaged. The Career Switcher program is searching for a program director. The current program is small, focusing on mathematics and science, with anticipation of expanding the program.

The community college system continues to work with colleges and universities to implement the articulation agreements. These agreements were designed to assist students transferring from the community colleges without the loss of credits toward a degree.

The State Council of Higher Education for Virginia (SCHEV)

Harvey Carmichael reported on behalf of Gary Krapf. He indicated that SCHEV is supporting the following initiatives:

1. School Leaders Restructuring;
2. Great Virginia Teach-In;
3. Implementation of No Child Left Behind Legislation; and
4. Gear-Up Program.

Department of Education

Dr. Thomas A. Elliott provided an update on the following initiatives:

Teachers of Promise Institute, March 19-20, 2004

Pre-Teach-In Institute and Training for Teach-In Ambassadors

The Teachers of Promise Institute will be held March 19-20, 2004, at James Madison University. This is an opportunity for students preparing to become teachers to participate in an inspiring and enriching experience with exemplary teachers across the state. College and university representatives will accompany the students. The institute was planned and implemented by Department of Education personnel, Milken Educators, and Teachers of the Year.

The Pre-Teach-In Institute will be held March 25 at the Richmond Convention Center. Individuals from school division human resources offices, colleges and universities schools of education, and career switcher programs were invited to attend the Pre-Teach-In. Dr. Elliott reported that several ABTEL members had volunteered to serve as ambassadors for the Teach-In.

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ADJOURNMENT

The Advisory Board on Teacher Education and Licensure meeting adjourned at
2:08 p.m.